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ABSTRACT

Materials relating to the Ball State Staff Development Program for Public Schools are presented. Contents include: hypotheses and assumptions concerning staff development; information on a personnel evaluation program; an outline of implementation designs for staff development programs; a list of possible outcomes for schools participating in the project; an agenda for the first conference meeting of supervisors with teachers (between three and five to a working group); a cognitive taxonomy; affective outcomes of schooling; a list of ways that a supervisor's colleagues can be helpful; examples of possible target behaviors in the cognitive, affective, and psychomotor domains; and an observation form for the supervisory conference with teachers. Among the assumptions on staff development are that teacher effectiveness determines learning quality and effective supervision upgrades teacher effectiveness. Hypotheses on staff development pertain to planning, monitoring, rewards and motivations for staff, self-rewarding, the role of expectations in determining behavior, and staff and supervisor's roles. Competency areas that are targeted by the Ball State Program include needs assessment, setting targets or outcomes desired, planning and implementing learning activities, constructing data collection instruments, systematic observation, and conducting supervisory conferences. Model implementation designs are outlined for the principal and central office personnel. Among the possible outcomes for schools of program participation are an examined curricula, aware and purposeful learners, intentional learning and teaching, involved supervisors, and structured accountability. (SW)

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HYPOTHESES ON STAFF DEVELOPMENT

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(Presented at AERA, April 14, 1981)

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The following hypotheses are tentatively supported by data collected formally and informally during ghe past five years as we worked with dozens of principals and hundreds of teachers. They hypotheses are interrelated and compliment each other but the significance of any one varies. Some of the hypotheses are supported in the research of others and some are seriously questioned. We have data on each and are continuing to work at verifying or denying each.

1. Planning - setting long and short term targets stated as outcomes - has many advocates and few practioners but is necessary to produce intended changes in behaviots.

2. Monitoring - frequent, continuing and constructive participation of supervisors and peers - is necessary if efforts are to persist.

3. Rewards and motivations - cyclical once started - are needed from colleagues, superiors and subordinants.

4. Mastering the self rewarding process greatly empowers individuals and groups.

5. The use of small groups in planning and evaluation is a powerful component in staff development design. A large group or organization can serve as an identity group but a group of about three to five is needed as a support group.

6. In analyzing which practices are required and which are optional, we suggest that program outcomes must be agreed to and achieved but the activities used to produce the outcomes are usually best left to motivated and competent professionals rather than prescribed.

7. Expectations are powerful determinders of behavior:

   (a) expectations from superiors are powerful because of their hierarchial position but influence is weakened where there is lack of monitoring.

   (b) expectations from peers are powerful because of the number of peers, the peer group need to maintain a common culture, the frequency of contact with peers, and the individual's need for approval and acceptance. Power of peer expectations can be weakened by psychologically insulating individual from peers and by presenting peers as outsiders.

   (c) expectations from subordinants are powerful because of the number , the duration of contact, the amount of total personal energy, possessed by the subordinants, and because of the dependance, vulnerability and need for support of the superior.

   (d) expectations of self are powerful - self expectations vary greatly among individuals from debilitating to enhancement, and the influence of expectations varies within an individual from situation to situation.

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8. A person in the role of supervisor but not under frequent supervision from a superior or colleagues:

   (a) will readily learn the competencies needed to effectively involve subordinants in planning and implementing changes but will make only minimal application of the acquired competencies to his/her own responsibilities.

   (b) finds it difficult to identify among his/her own activities those to be discarded so that new activities can be added without increasing the total load.

9. Individuals can be strongly committed to, and skillfuly at helping others change, yet be resigned that their own competencies are fixed

10. Most persons or groups need an incubation period between the time an idea or or competency is introduced and the implementation. The need for incubation time varies greatly among individuals.

11. Each of us wants to be disciplined.

12. Successful change in individuals or groups require a digestable amount of outside input.

13. Obtaining a colleague and training him/her to be helpful greatly multiplies individual effectiveness.

14. The set of competencies needed to deal with and utilize aloneness can be learned and are empowering.

15. Organizational changes which have small constitutencies can be quickly implemented, and quickly dropped.

16. The program dropouts use substantially the same arguments for dropping as do those who persist for persisting.

INTRODUCTORY PACKET

TO

BALL STATE STAFF DEVELOPMENT PROGRAM

FOR

PUBLIC SCHOOLS

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CENTER FOR LIFELONG EDUCATION
TEACHERS COLLEGE
BALL STATE UNIVERSITY
MUNCIE, INDIANA
1979

STAFF DEVELOPMENT PROGRAM FOR PUBLIC SCHOOLS
BALL STATE UNIVERSITY

ASSUMPTIONS ON STAFF DEVELOPMENT

1. Teacher effectiveness determines learning quality.
2. Effective supervision upgrades teacher effectiveness.
3. Student behavior is affected by teacher/supervisor behavior.
4. What works in one situation will need to be modified in order to work in another.
5. What works for one person will need to be modified in order to work for another.
6. Some professional competencies are "required" (often these are in the area of outcomes).
7. Some professional competencies are "optional" (often these are in the procedures).
8. Professional styles vary, needed competencies vary, results may be identical (or very similar).
9. Gaining and utilizing new competencies is exciting, painful, and rewarding.
10. The first step in change is authoritarian. And if change is to persist, the change must become rewarding to those affected.
11. The number of new activities, the number of individuals, and the amounts of time required by a new practice must be kept manageable.
12. The model being advocated starts where people are and builds on existing practices and competencies.
13. Close documentation and examination of current practices and competencies with other professionals, will create dissatisfaction with what is current and lead to modifications.
14. Supervision of instruction is a high priority task of building principals and of department chairpersons and worth one-half to one-third of their professional time.

15. Curriculum modifications result from staff development activities.

16. "Failure" is not necessarily an indicator of failure. (Failure in inherent?)

17. "Failure" is the first component in a learning opportunity.

18. Staff development is threatening and will destroy and replace current practices.

19. Staff development reduces teacher autonomy and increases accountability.

20. Staff development increases the professional investment supervisors have in teachers.

21. The activities that are scheduled are the ones most likely to get completed.

22. Activities that are evaluated are the ones most likely to be improved.

23. Systematic documentation helps teachers to know and understand what they do when they teach.

24. Systematic documentation of progress toward a target raises the "consciousness level" of participants. (Increased awareness increases the chances of attainment.)

25. If we are going to be able to generalize from our experiences, adequate records must be kept of:

    What we planned to do and why.
    What we actually did and why.
    What happened as a result of what we did and why.

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PERSONNEL EVALUATION PROGRAM

Faculty and graduate students of the Area of Curriculum, Center for Life-Long Education, Ball State University, are implementing a Staff Development and Personnel Evaluation Program to produce predictable outcomes in learners. Participants are public school personnel responsible for supervision of curriculum and instructior Participants learn theory and develop competencies at workshops and through field supervision from Project personnel. Participating supervisors, by conferring one hour per week with teams of three to five teachers, and by systematically observing the planned teaching-learning activities, jointly develop competencies in:

1. Needs assessment for specific learners, teachers, and supervisors;
2. Setting targets (Outcomes toward which persons work) - cognitive, affective, and psychomotor targets for learners, teachers, and supervisors;
3. Identifying behaviors acceptable as evidence of progress toward targets-learner behaviors, teacher behaviors, supervisor behaviors;
4. Planning and implementing learning activities needed to produce the behaviors acceptable as evidence of progress;
5. Constructing data collection instruments based on the learner and teacher behaviors acceptable as evidence and used to measure progress;
6. Observing systematically using the instruments to collect data on teaching-learning behaviors;
7. Conducting supervisory conferences in which (a) data are examined, (b) effectiveness is judged, (c) and successive plans are made;
8. Utilizing competencies of three to five persons as a support group as individuals evaluate and plan for target achievement;
9. Managing time and effort in deliberate ways to produce planned outcomes;
10. Diagnosing supervisory, teaching and learning styles and approaches and prescribing target producing activities for self and for others;
11. Understanding and utilizing the politics of change and personal, professional and political power.

Increased supervisor effectiveness, gained from the workshops and learned from the conferences with those they are supervising, stimulates supervisors to lead and monitor curricular improvement and implementation, staff development, and their own career development.

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EXAMPLES OF IMPLEMENTATION DESIGNS

I. Model for a Principal
   A. Personnel
      1. Principal as supervisor
      2. Supervisor's colleague
      3. Three to five cooperating teachers
      4. One to two participating groups of learners/teachers

   B. Costs in Time
      1. Principal, 5-8 hours per week conferencing, planning, observing, data collecting, reviewing, evaluating
      2. Colleague, 3 hours per week
      3. Teachers, 3 hours per week each

   C. Learners served: 90-300

II. Model for Central Office Person
   A. Personnel
      1. Central office person
      2. Three to five cooperating supervisors (principals)
      3. Three to five cooperating teachers for each principal
      4. One to two participating groups of learners per teacher

   B. Costs in Time
      1. Central office person, 12-15 hours per week as supervisor to principals and colleague to each
      2. Principals, 3-5 hours per week each, conferencing, planning, observing, data collection, reviewing, evaluating
      3. Teachers, 3 hours per week each

   C. Learners served: 270-1500

III. Model for Central Office Person
   A. Personnel
      1. Central office person
      2. Three to five cooperating supervisors (principals)
      3. Three to five cooperating teachers
      4. One to two participating groups of learners

   B. Costs in Time
      1. Central office person, 3-5 hours planning, conferencing with cooperating principals, observing, data collection
      2. Principals, 2 hours/week meeting with central office person;
         3-5 hours/week meeting with cooperating teachers planning, observing, data collection, reviewing and evaluating;
         3 hours/week serving as colleague
      3. Teachers, 3 hours/week each

   C. Learners served: 270-1500

IV. Model for Principal

A. Personnel

1. Principal as supervisor (no colleagues)
2. Three to five cooperating department heads (principal serves as colleague)
3. Three to five cooperating teachers/department heads
4. Two participating groups of learners

B. Costs in Time

1. Principal, 10-12 hours/week, planning, conferencing, observing, data collection, reviewing, evaluating, and serving as colleague to each department head
2. Cooperating department head, 3-5 hours/week meeting with cooperating teachers, planning, observing, reviewing and evaluating
3. Teachers, 3 hours/week each

C. Number of learners served: 270-1500

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POSSIBLE OUTCOMES FOR SCHOOLS

A. By participating in the Project a school will obtain:

1. An examined curricula by identifying and building rationale cooperatively with others (initially by teachers working with supervisors, later by adding pupils and parents in the selection and evaluation of target behaviors).

2. Aware and purposeful learners: This results from learners participation in: (a) learning where targets are known; (b) identifying the target behaviors; (c) identifying their own levels of competence; (d) identifying the behaviors acceptable as evidence of competency; (e) identifying the implications of being competent in that particular behavior.

3. Deliberate, intentional learning and teaching: produced by teachers in cooperation with other teachers and with supervisors. Specifically this will be achieved by: (a) planning the teacher behaviors to produce the target behaviors; (b) the recording of evidence that these teachers behaviors were actually practiced; and (c) the reflection on the effectiveness of specific teaching behaviors in producing intended learner behaviors.

4. Involved, participating supervisors: This will occur as supervisors (a) directly help in identification of target behaviors; (b) supervise groups of teachers in their planning; (c) help in the establishment of teaching behaviors to produce the behaviors in learners acceptable as evidence; (d) collect data about learner behaviors, teachers behaviors, and supervisory behaviors as they work toward attainment of the targets. It is expected that targets will eventually be established at: (1) learner levels; (2) teacher levels; and (3) supervisor levels.

5. Structured accountability: In each building, as a result of the systematic processes, there will be written evidence of targets and the extent of achievement of each target.

6. More nearly individualized learning. The deliberateness of the target setting and the collection of evidence emphasizes the appropriateness of the targets for some, and the inappropriateness of the targets for others.

7. A high level of professional excitement among teachers and supervisors due to increased thoroughness in the instructional process, the sharing of responsibilities, the systematically collected evidence of success.

8. These will combine to form: (a) cooperative, participatory education; and (b) data on which to make accurate evaluation of personnel.

B. Advantages to Cooperating District:

1. Participating supervisors and cooperating teachers will increase competencies in development activities: needs assessment, writing targets, identifying behaviors acceptable as evidence, constructing evaluation instruments, observing systematically, conducting effective conferences, managing time, diagnosing and prescribing, utilizing the politics of change, and utilizing political power.

2. Greater control over learner outcomes in all areas of instruction including basic skills and classroom climate.

3. Increased staff accountability because the process produced detailed descriptions of what was done and the outcomes of the activities.

4. Expanded awareness of supervisory and teaching alternatives from the systematic examination of current practices and the consideration of alternatives.

5. Mastery of processes that can be used to produce improvement and planned change.

6. Increased professional dialogue and stimulation among participants.

7. Have linkage with other field site schools.

8. Have linkage with University resources.

9. Receive positive publicity.

10. Personnel may earn University credit.

C. Possible Risks and Costs to Cooperating District:

1. There is a need to reassign some supervisory time and some staff development time for teachers.

2. Increased supervisor and teacher interdependence.

3. When programs and personnel are examined, changes occur which may require other adjustments.

4. The substitution of project activities for something new being done.

5. When competencies of some personnel increase, changes in relationships will occur.

6. Possible increased pressure on participants, even to increasing turnover of professional staff.

7. Possible friction between participating and non-participating personnel.

8. Possible friction with teacher organization.

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POSSIBLE IMPLEMENTATION DESIGNS

I. Basic Unit

A. Personnel

1. Supervisor (usually a principal, assistant principal, or department chairperson)
2. Supervisor's colleague
3. Three to five cooperating teachers (multiple grade levels, across subject matter lines)
4. Two groups of participating learners, one if necessary

B. Cost in Time (per cycle - assume weekly team conference and supervision)

1. Supervisor

a. Conduct pre-conference (30 minutes), conduct team conference (one hour), conduct post-conference (30 minutes)
b. Observations, planning, data collecting, reviewing, evaluating (30 minutes per teacher)
c. Serving as colleague (three hours per week; two hours on site)

2. Teachers (three hours per week each, including one hour of conference)
(Approximately 1½ hours which would <u>replace</u> something they are now doing.)
(Approximately 1½ hours <u>modification</u> of things they are doing.)

C. Learners served (Assuming classes as units, class size 30)
90-300 learners

AGENDA FOR THE FIRST CONFERENCES
MEETING OF SUPERVISORS WITH THREE-TO-FIVE SUPERVISEES

INTRODUCTION

The supervisor should hold the first meeting with his supervisees early in the school year. Supervisees should number somewhere between three and five to a working group. The meetings should be held weekly if at all possible, and should be scheduled at a fixed time and place throughout the school year. This schedule should be respected except in severe emergencies. Meetings should last between 45 and 60 minutes. Allocating less time than that means you do not get around to each supervisee, allocating more time than that tends to drag the meeting out.

In constructing teams, use heterogeneous grouping as much as possible. At the elementary level use teachers across grade levels. At the secondary level, use teachers across subject areas if at all possible. When department chairpersons at the secondary level are used as supervisors, groups across subject areas may be impossible.

In constructing teacher meeting groups, it is important that a variety of age, sex, experience and competence be included. Certainly avoid the appearance that Staff Development meetings are for poor teachers, or for outstanding teachers. Establish that participation and growth are expected of all employees.

FIRST MEETING

After you have contacted the three-to-five participants individually and they have agreed to participate, announce a meeting. Schedule the time and place. Have a planned agenda.

Open the meeting by thanking the teachers for their cooperation and their promptness. State that you expect to improve your own supervisory skills during the current year and meeting with them will be a key component of improving your supervisory competencies. Indicate that it will be impossible for you to entirely explain your plan for the year at this time. Ask that they participate for a period of eight or ten weeks asking questions as they go along rather than expecting that all points will be clarified at this time.

Ask teachers to identify a learner group, or in the case of secondary teachers, two learner groups with which they will work. For elementary teachers the group will be the 25 to 35 students assigned to them on a regular basis. For special teachers, or for secondary teachers, urge them to identify two of the several groups they work with on a regular basis.

Explain that the Program urges that some important outcomes that the teachers are working toward with pupils be identified and given special attention. By giving a few outcomes special attention all outcomes will be enhanced.

Urge that teachers identify two cognitive targets, two affective targets and, where appropriate, two psychomotor.

Define target as an important outcome toward which pupils can make observable progress in two to six weeks. Provide each participant with the definition of cognitive and the examples of cognitive targets. Clear up some of the misunderstanding that may occur at this point, but indicate that all of us will become more skilled later at identifying areas that are truly cognitive as we work.

Ask the participants to also identify two affective targets. Again, distribute copies of the materials that explain affective simply as having to do with attitudes and values. Urge that participants set two tartets for their pupils that deal with attitudes and values. Distribute the examples of affective outcomes that others have developed.

Where appropriate, ask participants to set two psychomotor targets. Explain that psychomotor has to do with neuro-muscular coordination and is a major component in typing, the production of music, industrial art, etc. Explain that psychomotor is a component in other areas such as penmanship. Again, give illustrations and encouragement where appropriate.

End the first meeting by thanking them for participating. Reassure them that you are aware that their understanding of the Program is incomplete at this time, but that the Program will become more meaningful as they work with you. Thank them for their time and repeat the assignment -- "two cognitive and two affective targets for one or two groups of learners that you work with regularly. I'll see you during the week and look forward to our meeting next week at this same time and place. And please bring enough copies of your targets so that each of us can have a copy."

SECOND MEETING

A week later, at the same time and place, welcome the participants back with a greeting that assures them that you value their efforts. State that this is going to be a productive meeting.

Have each participant in turn read and explain his/her targets. Where appropriate, allow discussion of the targets, allowing each of the three-to-five participants to report their targets. Encouraging and supporting their activities will take most of the meeting time.

Explain that the assignment for the next time is to identify two to four learner behaviors that they except as evidence of progress toward each of the targets they have set. Ask them to be sure that the learner behaviors are things teachers can see learners do as learners make progress toward each one of the targets.

Again, thank them for participating. Repeat the time, place and date of the next meeting.

THIRD MEETING

Again, welcome them back, express appreciation for their participation and share the day's agenda.

Ask each to report on the statements of learner's behaviors that he/she will accept as evidence of progress toward each target. Commend them where they have done well. Where they have done less well, help with modification that will make them feel that they are being helped.

Examining statements of student behaviors acceptable as evidence will require most of the meeting period. Offer words of encouragement, and state the assignment for next time. "For each learner behavior that is acceptable as evidence state a teacher behavior that is needed to produce the learner behavior." Teachers always take steps to see that learners accomplish the desired outcomes, but often have not stated these steps or shared them with others.

State that you will be seeing them around the building and in their classrooms. You now have four targets and the learner behaviors acceptable as evidence of progress. You can use these lists as informal observation forms as you observe in teacher classrooms for 15 or 20 minutes.

FOURTH MEETING

Again, welcome them back. Report interesting things that you have seen one or more members do during the week, and get started with the agenda.

Ask each teacher to share the teacher behaviors that they will use to produce each of the learner behaviors. Hopefully teachers will feel free to offer comments to each other as they are appropriate. When you can stimulate constructive comments, ask a teacher to make a comment or to suggest another possible teacher behavior.

Reporting the teacher behaviors will require most of the meeting period. State that it is time to begin to work actively toward the targets if they have not been doing so. Suggest ways of collecting evidence about the learner behaviors acceptable as evidence.

Sometimes student products can be used as evidence, sometimes overheard student comments are evidence, sometimes direct observation of learner behavior, by the teacher, is evidence. Sometimes students can participate in the collection of evidence. Student collectors are especially appropriate in situations where students have helped generate the learner behaviors and where the target is widely understood and accepted by learners.

By this time you should be making regularly scheduled observations in each teacher's classroom. Use the teacher list of learner behaviors and teacher behaviors as a simple observation form and checklist.

REPEAT THE CYCLE

In the subsequent meetings, go over the evidence that you have collected. Ask each teacher to report on their collection of student data or teacher data. When teachers judge students are ready, teachers should replace original targets with new targets.

As teachers set new targets, expect increasing quality. Work to get teachers to set targets at higher cognitive levels. In affective target setting, get teachers to use increasingly significant affective targets. Expect teachers to become more creative in the student behaviors that they will accept as evidence, and in the teacher behaviors that they will use to produce those learner behaviors.

Keep teachers struggling toward improving the intellectual and affective outcomes in their classrooms. Help teachers develop skills that will involve students to a greater degree in setting new targets, in identifying the learner behaviors, and in evaluating student progress. Eventually work parents into the cycle as is appropriate.

Ask individual teachers to put targets together over a period of eight to ten weeks. Help them to understand that the targets combined are the school's curriculum. These targets collectively, are the important outcomes that teachers are producing in their classrooms. Are the combined outcomes what teachers and the school intend? Where teachers are dissatisfied, or where they should be dissatisfied but are not, work to stimulate more appropriate targets and/or higher levels of performance.

JH 9/13/79

COGNITIVE TAXONOMY

Condensed Version

Based on materials developed by committee, B.S. Bloom, Ed.

The level of intellectual activity in education can be raised by developing learning activities that require effort at the higher levels. Work to make most activities at level four or higher.

1. Knowledge- recall of specifics and universals, methods and processes, patterns, structures, settings, facts, etc.

2. Comprehension- lowest level of understanding, includes translation, interpretation, extrapolation.

3. Application- use of abstractions in particular and concrete situations.

4. Analysis- breakdown into constituent parts such that ideas are made clear, relations explicit.

5. Synthesis- putting together parts to form a whole.

6. Evaluation- quantitative and qualitative judgments about the extent to which matter and methods satisfy internal or external criteria.

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AFFECTIVE DOMAIN

Lists of objectives for educational institutions always include many outcomes other than intellectual outcomes. "Produce good citizens" is an example. We urge that affective outcomes be taught deliberately, and by using methodology similar to methods used in teaching for cognitive outcomes. Simply stated this method consists of: 1) informing the learner of what is expected, 2) providing appropriate practice activities, 3) reteaching where needed, and 4) rewarding mastery.

PROCESS OF VALUING

Condensed Version from Values and Teaching, Raths, Simon, Harman

Many of our values are obtained with little examination but these authors recommend we teach valuing as a deliberate process.

CHOOSING
1. Freely
2. From among alternatives
3. After thoughtful consideration of the consequences of each alternative

PRIZING
4. Cherishing, happy with the choice.
5. Affirming publicly

ACTING
6. Gives direction to our living
7. Repeatedly, forms a pattern in life.

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ROLE OF SUPERVISOR'S COLLEAGUE

Supervisor's colleague (one who jointly assumes responsibilities for successes and failures of another).

1. Provides a person for the supervisor to:

   a. Plan with
   b. Check ideas against
   c. Obtain feedback from
   d. Receive encouragement and rewards from
   e. Provide reciprocal services to
   f. Participate in supervisor's quarterly evaluation

2. Becomes an important contributor to a second program (in addition to own) broadens his experiences.

3. Increases own competencies by systematically observing and teaching another professional.

4. Receives help from a professional outside of the program for which he is responsible.

5. Provides these services at every conference because the services are important, because they are a part of own growth experiences, and not because the role is convenient.

When a supervisor leaves his/her own program to play the colleague role, he/she should seriously consider taking a cooperating teacher along. The accompanying teacher could:

1. Observe and complete an observation form of a supervisory conference or a teaching-learning area.

2. Serve as a resource person when asked.

3. Possibly acquire ideas adaptable to teacher's own program.

EXAMPLES OF POSSIBLE TARGET BEHAVIOR

COGNITIVE

Increase vocabulary in a subject

Identify basic elements in a picture

Memorize pieces of literature

Plan a trip

Precision in use of oral language

Develop a budget

Identify misleading implications in advertizing

Apply student-developed criteria to television programs

Skills of opening conversations with adults

Analyze an object for beauty

How to care for a garden

How to write a learning contract

Make an economic projection based on carefully collected data

AFFECTIVE

Pride in school work

Helpful to others

Compliment other pupils for quality in school work

Recognize and value beauty of spring

Assume responsibility for use of time

Create humor

Increase amount of discretionary reading

Perform a community service

Assume increased responsibility for appearance of school building

Pride in own health

PSYCHOMOTOR

Play tennis

Build a birdhouse

Play the piano

Ride a unicycle

Conduct a clean-up of neighborhood

Change a tire

Adjust a carburetor

Hit a softball

INCREASING COMPLEXITY OF A TARGET

Increase reading and written vocabulary in a subject area

Discriminate among levels of fluency in oral and written language

Distinguish between reporting language and judgmental language, and effectively use the one appropriate to own purpose

Edit and paraphrase the language of others

Cleverly, creatively use language to accomplish an intended purpose

OBSERVATION FORM
FOR
SUPERVISORY CONFERENCE WITH TEACHERS

Supervisor_____ Observer_____ Date_____

Teachers Present_____

frequency

OPENING

1. Supervisor made teachers welcome and comfortable.
2. Supervisor reviewed commitments from previous meeting.
3. Supervisor established task for conference.
4. Supervisor complimented teachers for materials brought to conference.

SUPERVISOR-TEACHER INTERACTION

5. Supervisor built on suggestions teachers made.
6. Supervisor reflected query back to teachers in rephrased questions.
7. Supervisor interrupted teacher with clarification.
8. Supervisor asked for and got support and responses from other teachers.
9. Supervisor caused teachers to summarize.
10. Teachers accepted suggestions from supervisor.
11. Supervisor rewarded teachers.

TEACHER-TEACHER INTERACTION

12. Teachers responded to each other without going through supervisor.
13. Teachers assumed responsibility for helping other teachers.
14. Teachers accepted the suggestions of other teachers.
15. Teachers arranged for 2 person meeting for outside the conference.
16. Teachers credited other teacher for idea or practice.

OBSERVATION FORM FOR SUPERVISORY CONFERENCE WITH TEACHERS

frequency

TEACHER ACCEPTED OWN RESPONSIBILITY

17. Teacher volunteered assignment for self for next time.
18. Teacher asked for assistance on his/her behavior.
19. Teacher sought nonverbal indication of support.
20. Teacher "dropped out" of the conference.
21. Teacher indicated he/she had overheard and adopted an idea or technique.

STRUCTURE

22. Supervisor summarized progress of the conference.
23. Supervisor moved on to new task.
24. Supervisor asked each teacher to summarize his/her commitments for next tasks.
25. Supervisor restated own commitments for next task.
26. Supervisor thanked participants and closed meeting.

Comments: